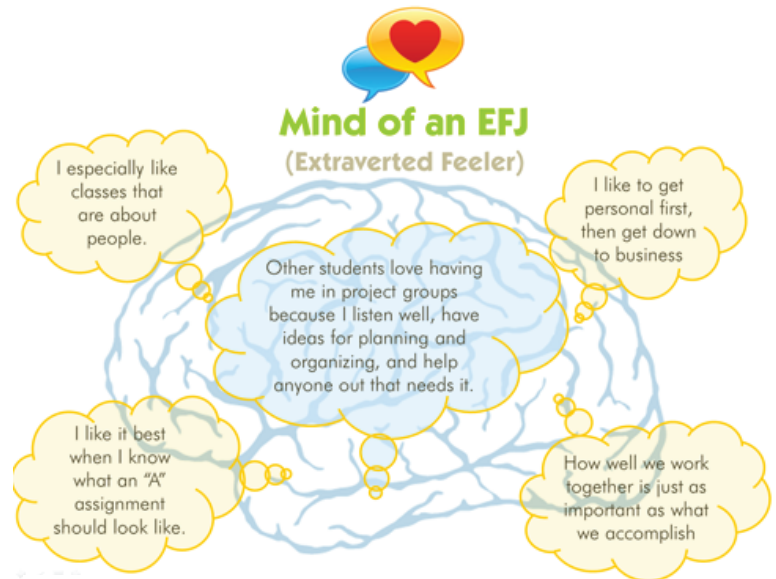


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Personality type helps form the framework by which your students interpret the world around them. In the old fable of the blind men and the elephant, the blind men all initially "saw" the elephant in different ways. In your classroom, core concepts are like the elephant, while student temperament types are like the blind men - they each approach new understanding in different ways. While your learners will each need to eventually come to understand the whole elephant, if you start off "teaching from the trunk" when the student is coming from the ear, you may lose the learner with a description of a metaphorical snake versus a fan.

Process and Techniques

As with all extraverted types, these pupils learn most effectively when they have an ability to think out loud (Lawrence 1996). Therefore, provide as many opportunities as you can to think-pair-share or implement group learning.

Because these kids thoroughly enjoy both leading and helping others, give extraverted feelers who understand a concept well the opportunity to be an assistant teacher every once in a while. Let them know that you would like their help to assist their peers in understanding the topic and give them a couple of days to put together a plan. This will not only allow your struggling learners to get a new perspective on the topic they find challenging, but "When students are involved in designing the lesson, they better understand the goal of the lesson and become more emotionally invested in and attached to the learning outcomes (Immordino-Yang and Faeth 2009)."

Like all people with judging personality types, extraverted feelers hold a special place in their hearts for teachers that maintain a consistent routine over the course of the school year. Judgers, in particular, like to be able to anticipate what's coming up when - whether it's within a daily, weekly, or monthly scheduling framework.

Work Product

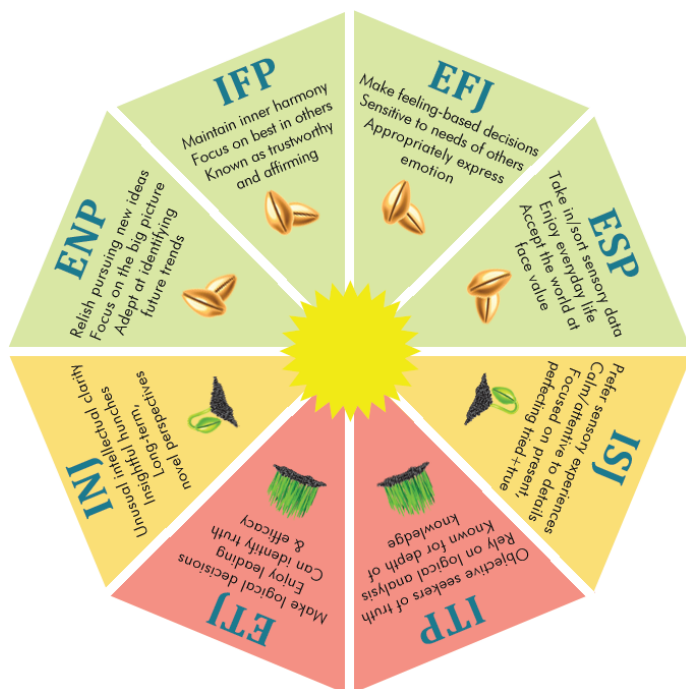
For all feeling personality types, both introverted and extraverted, no feedback is the same as negative feedback. Be sure to praise these kids' strategies, effort, and attitudes to keep them motivated (Dweck 2007). When grading essay assignments for extraverted-feeling pupils, be sure to highlight what you liked about each assignment, not just the aspects that negatively impacted their grades.

As for the rubrics you generally keep to yourself for grading purposes, think about how you can make your rubrics student-friendly and distribute them to scholars at the beginning of the school year. This will provide your extraverted feeling class members with well-defined expectations for assignments so that they know exactly how to please you - something that is of utmost importance to these learners.

Instruction Content

- Consistently focused on the welfare of others, Extraverted Feelers come alive when the instructor focuses on how new knowledge can be used to help others (Kise 2007).
- Tying current events into curriculum plans - whether global or hyper-local (e.g. what's happening at school) - will grab extraverted feelers fastest as it keys into what is directly and visibly affecting the lives of others in the present tense.
- Incorporate group discussions that leverage self-disclosure (Berens 1999) and help the class understand different sides of an issue by relating it to first-hand student experiences. Extraverted feelers are particularly adept at consensus building, so make unanimity the goal of the discussion whenever possible.

Optimal Study Buddies



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Lesson Plan Ideas
(via lessonplanet.com)

Invention Inquiry

A science exercise that explores how and why people invent tools. There is a focus on what the tools are and types of tools; but the aspect that will pique the interest of your extraverted feelers is why we make them and what impact they have had on society.

Principles of Civic Liberty

A social studies lesson that explores community and school rules. Group discussions include equal access to community and school resources, who benefits from various school and community rules, and what rules or resources would be of maximum benefit to the school.

Save Your Vessel from Pirates!

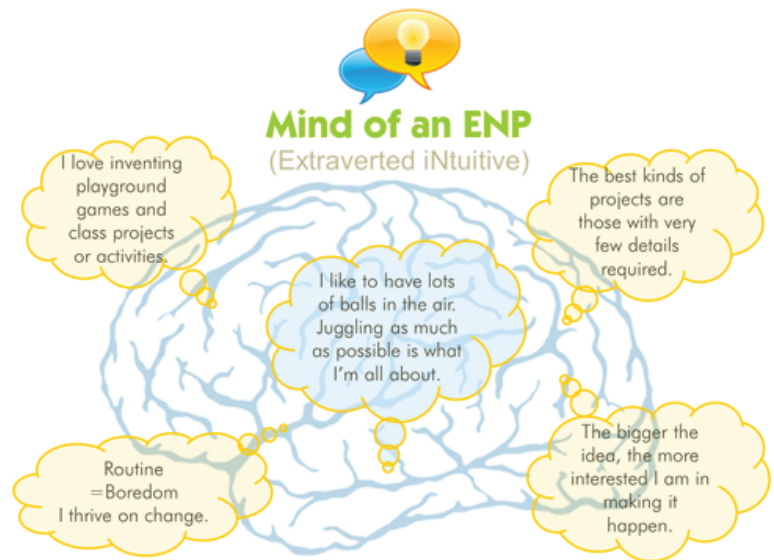
Pupils pretend they are commanding an 18th century naval vessel and have to make sure they keep their ships safe from pirates. Explore how sailors in the 1700s used math, and what life was like as a sailor or pirate. This exercise makes math come alive in a way that will engage an extraverted feeler.

Brothers & Sisters in Literature

This language arts unit explores sibling relationships in fiction. Learners tie what they know about sibling dynamics in real life to those in books that they have read. Discussions include parallels between family challenges in books and what is happening in pupils' own homes; stereotypes of eldest, middle, and youngest children; and interviews with other kids in the class that have different family structures.

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As you tune into class and pupil personality types when you plan curriculum, your learners will enjoy learning more. And isn't that what we're all, as educators, really hoping for? For me, when I can stretch students just outside their own comfort zones and make learning fun in the process, I am better able inspire kids to develop an appetite for learning both inside and outside school walls.

Process and Techniques

Develop curriculum that allows your ENP learners to explore and attempt new or different ways to reach solutions.

Like all extraverts, Extraverted Intuitives may irritate their introverted and sensing peers by "talking too much or randomly interjecting ideas" or attempting to persuade others "to follow a plan without a thorough investigation of facts and specifics (Hirsh, Hirsh, & Hirsh2003)."

Whenever possible, allow your ENP scholars to analyze and synthesize the class points of view during group discussions. It is important that you weave together work with play as much as possible in an extraverted-intuitive classroom.

One of the best resources I can recommend with respect to how an Extraverted Intuitive likes to think is *A Whole New Mind* by Daniel Pink, which gives specific details about the types of tasks that Extraverted Intuitives particularly enjoy. A quick read through the PORTFOLIO aspects of each chapter will give you a wealth of lesson planning ideas that will motivate and inspire your extraverted-intuitive learners.

Work Product

Your extraverted-intuitive scholars may "drop current, unfinished projects in the excitement of discovering a new possibility." Further, they tend to "get sidetracked a lot...[and] may get distracted by the possibilities suggested to them by the data (Haas and Hunziker 2006)." Whatever strategies you can recommend that can help rein in this tendency will serve them well throughout their lives.

When you send homework home with an extraverted-intuitive child, be sure to be very specific about what the assignment is, as they tend to jump from idea to idea rapidly and may end up with a jumble of not well-thought-out ideas along a variety of pathways.

Getting to closure or consensus is the toughest task for an intuitive. Whatever skills you can give them to complete projects - even if they see the task as an interim completion versus a final attempt - will serve them well.

Keep in mind that, for your Extraverted Intuitives, "making mistakes is not a big deal (Haas & Hunziker 2006)."

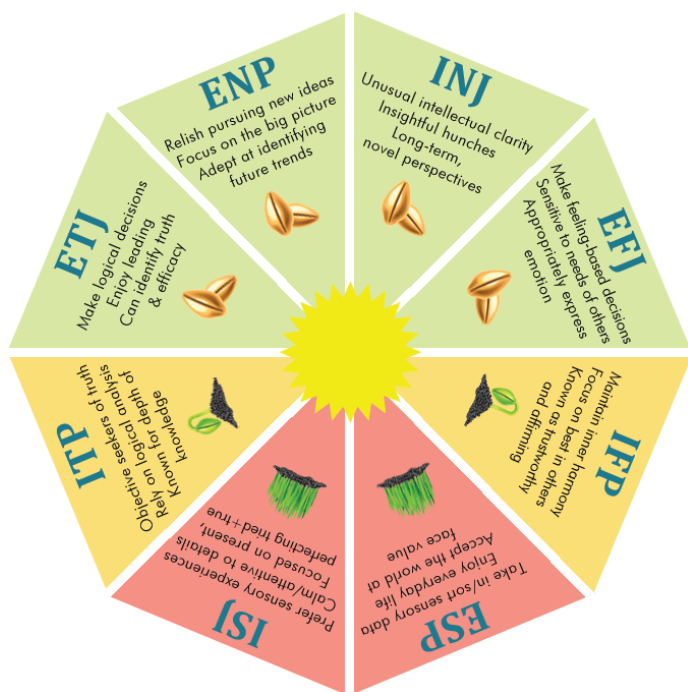
Instruction Content

Consistently focused on the big picture, extraverted-intuitive pupils come alive when an instructor focuses on the forest view before zooming into the detail found on trees. In other words, flip Blooms Taxonomy when lesson planning. Start with synthesis, then move down toward knowledge practice. Keep in mind that specific facts and details will be challenging for your intuitive learners, so you may need to spend more time making certain that they glean all the nitty-gritty from your lessons.

Extraverted Intuitives naturally tend to focus on the immediate future, so whatever you can do as a teacher to help them stay present, reflect on the past, or look past the next step will serve them well in the future.

Consider how you can incorporate “frequent changes of pace” into the school day as Extraverted Intuitives “become impatient and bored when...work is slow and unchanging (Hirsh & Kummerow 1989).” Inventive and entrepreneurial, lesson plans that showcase “ways of doing things that are not immediately obvious” (Hirsh, Hirsh & Hirsh 2003) will be most appealing to your ENP students.

Optimal Study Buddies



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Lesson Plan Ideas
(via lessonplanet.com)

A Weave of Words

Focus on vocabulary, comprehension, and analysis while reading *A Weave of Woods*, a colorful picture book by Robert D. San Souci. Students use worksheets to preview, predict, practice paraphrase, and make comparisons. The richly detailed plan includes reading charts, comprehension and interpretative questions, and extension activities.

Walk in the Tundra

The Exchange aspect of this lesson plan is certain to engage your extraverted-intuitive pupils. The focus is the story, *A Walk in the Tundra* by Rebecca L. Johnson. After reading the story, learners answer cause and effect questions, discuss Latin and Greek roots, and engage in sequencing activities.

Building Brilliant Bar Graphs

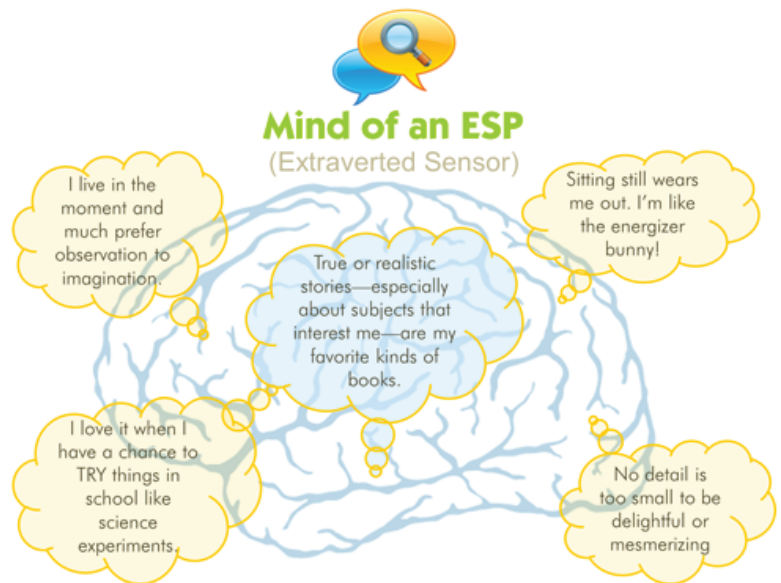
Blending work with play in this activity, learners taste pretzels, shoot baskets (switching off hands), and grab candy, graphing results collaboratively. Entry activities are available for each day, and differentiation helps both scholars having difficulty and those moving quickly.

Little Pigs in Earthquake Land

Explore the basics of earthquakes and volcanoes by brainstorming how people in cities must prepare for these types of disasters. Read the story "Three Little Pigs" and discuss the importance of having sturdy buildings, then draw pictures or write a letter to the pigs telling them how to prepare their home for an earthquake.

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Process and Techniques

Develop curriculum that allow these pupils to go with the flow and react to new understandings rather than telling them at the beginning where you're going or how you're going to get there. If you can create a board in the room that shows what you know so far and add new discoveries to the display as you unearth them together, this class will love it.

As with all extraverted types, these pupils learn most effectively when they have an ability to think out loud, so be sure to provide opportunities to interact with each other - particularly in contexts that allow them to flex their strengths in practical, hands-on learning applications that also allow them to interact with an environment.

Whenever possible, show what a completed project should look like, use concrete resources like manipulatives, or demonstrate a process or technique prior to having the students attempt it, and "use textbooks as the support for the lessons, not as the center of lessons (Lawrence 1997)."

Because extraverted-sensing pupils are so social and eager to interact with and soak up new cultures, creating online relationships with classes in other states or countries can be tremendously engaging. It's incredibly important that the teacher in an extraverted-sensing classroom weaves together work with play as much as possible.

Work Product

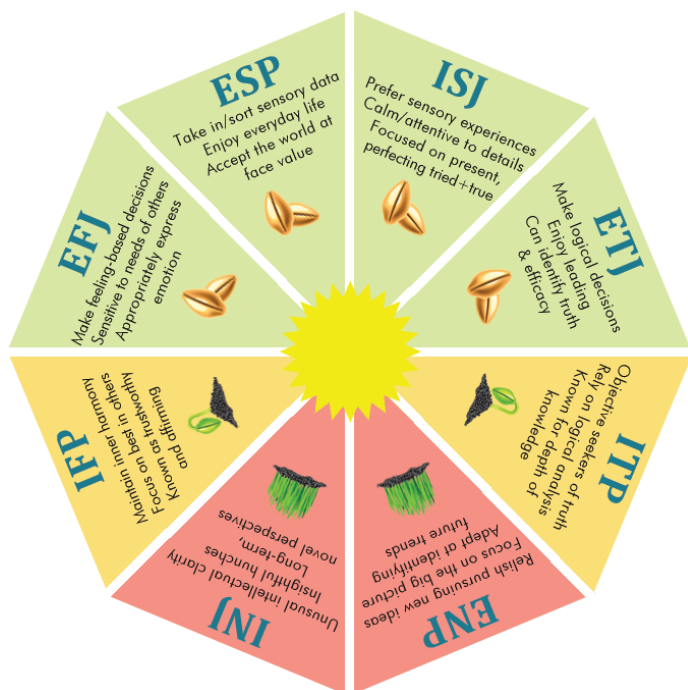
While your extraverted-sensing scholars seem to soak in every detail of their immediate environment, this tendency to live in the moment means that these kids "can be prone to repeating mistakes by failing to anticipate what is going to happen in the future as a consequence of what is happening now (Haas and Hunziker 2006)."

When you send homework home with an extraverted-sensing child, be certain to do so with very clear goals and precise instructions for the assignment or, ideally, a video link to which they can refer.

Instruction Content

- Consistently focused on sensory-based learning, extraverted-sensing pupils come alive when an instructor focuses on what is tangible. Tying practicality and usefulness into lesson plans will most effectively pique the interest of Extraverted Sensors. "When their purpose becomes unclear or when the details become complicated, sensors often get frustrated (Silver, Strong and Perini 2000)."
- Create experiential learning experiences that capitalize on these students' innate abilities to objectively gather data. As with all perceivers, these kids will appreciate the variety, novelty, and spontaneity in the school day. If you've got an extraverted-sensing class, try to break up routine as much as possible, as these scholars tend to live by the mantra, "variety is the spice of life."
- For all sensing personality types - both introverted and extraverted - start with the known facts, then move into analysis and synthesis - in the order suggested by Blooms Taxonomy.

Optimal Study Buddies



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Lesson Plan Ideas
(via lessonplanet.com)

Let's Talk About Painting

Learners recognize that there are different styles of art, each with its own techniques. Simple techniques are used to understand art. Pupils work at stations to complete a style of art.

Castles + Cornerstones

Pupils become familiar with the style of architecture of medieval times. They design and build a model of a medieval castle including its cornerstone, through which they come to understand mathematical scale.

Chinese Shadow Puppets

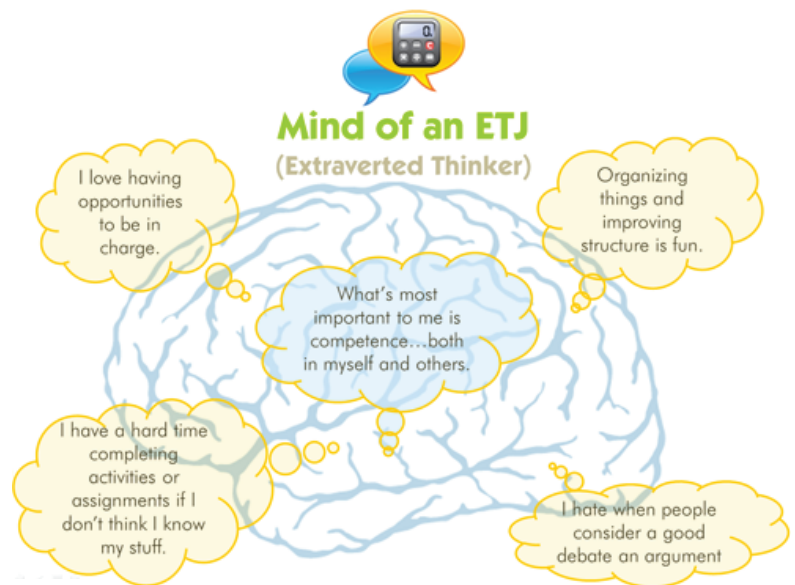
Scholars explore Chinese culture and language arts by performing a shadow puppet play. They create the puppets, develop a script, and rehearse and perform a play which illustrates an understanding of Chinese stories and traditions.

The Watershed Quest

Scholars examine their connection to local watersheds. They describe the water cycle and list species living in their local watershed. They also draw a map of their community.

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The real key to why personality type is as important in learning as it is in adult life, is grounded in affectivity. As brain-based educators have been saying for decades, affective education is effective education. And just as we are all attracted to people with different types of personalities as spouses and friends, different types of personalities will get "turned on" by different types of lesson plans. It's the likely reason why a lesson plan was a smashing success with your class one year and was a flop the following year, despite following the identical plan to the letter.

Process and Techniques

As with all extraverted personality types, Extraverted Thinkers learn most effectively when they have an ability to think out loud. Therefore, these learners will relish as many opportunities you can provide to think-pair-share or implement group learning.

It is extremely important that the teacher in an extraverted-thinking classroom is perceived as being objective, fair, and someone who both holds fast to rules and enforces consequences. However, because extraverted-thinking scholars tend to be more truthful than tactful, they may hurt other kids' feelings without realizing it. They may often forget that emotion is a vital aspect of many equations, particularly in group learning environments. Focusing on techniques that can help these learners remember how to listen with understanding and empathy will pay huge dividends not only in your classroom, but in the rest of their schooling. The following mnemonic could prove helpful:

A: Pay ATTENTION to what the other person says
E: Key into the EMOTION behind what others are saying
I: Add words plus emotions to reveal the other person's ISSUE
O: OFFER a solution. If the other person agrees to the solution
U: Speak your UNDERSTANDING of how you will move forward.
Repeat A-E-I-O-U until you're both on the same page.

Work Product

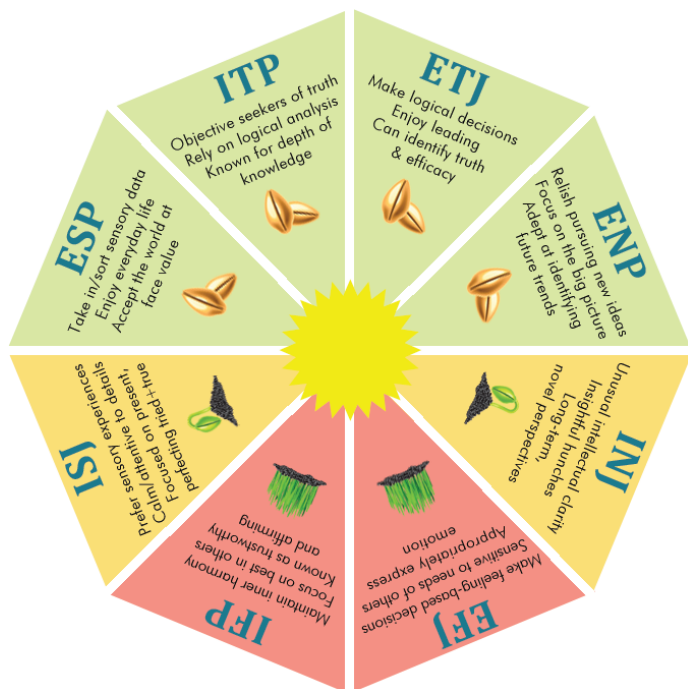
For thinking personality types - both introverted and extraverted - general feedback like "good job," "I like this," or a letter grade is not enough. These individuals want to know precisely what they did right and wrong. When grading essays for extraverted thinkers, be sure to be crystal clear as to how they either outperformed or didn't achieve the standard (Murphy 2008).

Grading rubrics are really helpful when working with this personality type. Think about how you can make your rubrics learner-friendly and distribute them to the class at the beginning of the school year. This will provide your extraverted thinkers with well-defined expectations for assignments so that they know exactly how to meet the lesson objectives as quickly as possible.

Instruction Content

- 🎓 Create ability-based challenged pairs in order to motivate your extraverted thinkers to achieve reachable goals, and minimize the likelihood that they will get discouraged by not being able to win and give up trying (Kise 2007).
- 🎓 Create timed competitions where the goal is percent improvement versus just time to "level the playing field."
- 🎓 Consistently focused on black-and-white, logical answers, extraverted-thinking students come alive when the instructor focuses on analysis, critique, and flaw-finding. These lesson plans will quickly grab extraverted thinkers, as will lessons that "take very seriously facts, theories, and the discovery of truth (Lawrence 1996)."
- 🎓 Initiate problem-based learning experiences that challenge student thinking and encourages them to investigate and analyze multiple solutions to a problem. Then, evaluate the most efficient or effective solution.
- 🎓 Create materials that show a learning pathway - where you're going, how you're going to get there and how long it will take (Lawrence 1996).

Optimal Study Buddies



References & Further Reading

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- Lawrence, Gordon. 1996. "People Types and Tiger Stripes."
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Lesson Plan Ideas
(via lessonplanet.com)

Freeze Pops

Students use prior knowledge of the states of matter to devise different ways to keep a frozen juice bar from melting. Groups must locate, interpret, evaluate, and apply concepts and ideas found in literature, the arts, symbols, recordings, video and computer files in order to perform the task.

Nursery Rhyme Word Problems

Collaborative groups use a slide show program to present original word problems to their peers, basing the scenarios on familiar nursery rhymes. Learners discuss the elements of an effective word problem before creating one of their own. The rest of the class ultimately has to correctly solve each group's word problem.

Neighborhoods of Make Believe

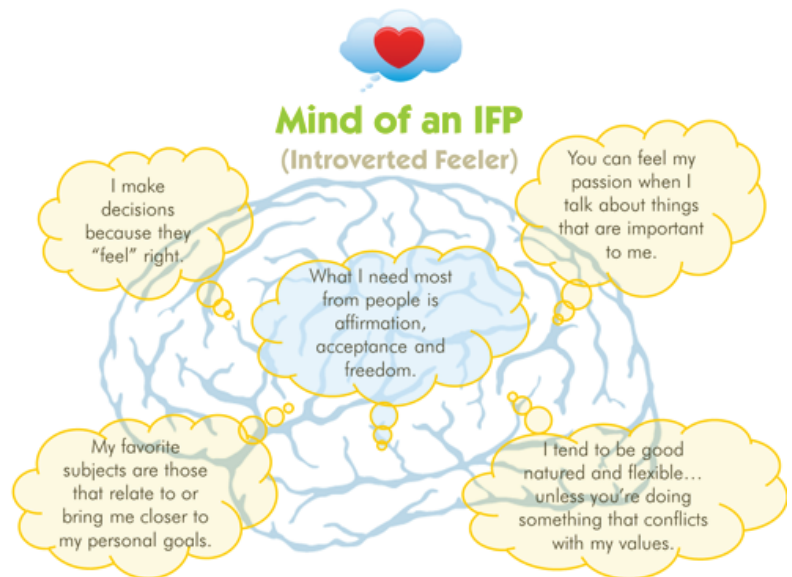
Scholars evaluate the features that make a good children's television show, and then create a pitch for a new children's television show based on the criteria. They also evaluate a current children's television show based on the criteria generated and discussed in class.

Specialization+Division of Labor

How and why specialization can lead to increased production. This lesson develops scholars' appreciation of why an economy in which people specialize and trade voluntarily with one another results in higher overall levels of production and consumption.

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Teachers are often surprised by which pupils are introverted feelers at the outset of the school year, because for these kids, unfamiliar situations and people aren't met with the warmth that is typically categorized by feeling personality types. Instead, they are met with a seemingly indifferent, cold, or reserved child. Emotions in introverted feelers (IFPs), however, are intensive rather than extensive. As such, over the course of the school year, teachers will undoubtedly see a depth of passion when these learners are expressing strongly held beliefs and when talking about things that they have a "gut feeling" about or that "just feel right" to them. In fact, it's often a clue that you're speaking with an introverted feeler when they "express their values in 'I feel' statements (Haas and Hunziker, 2006)."

Process and Techniques

Introverted Feelers tend to embody the old proverb, "still waters run deep." They flourish under harmonious conditions where objective reality aligns with their own subjective perception - or, at the very least, their perceptions are acknowledged as legitimate and valid - with respect to both class discussions and assignment grading.

Strong one-on-one relationships are key to keeping your introverted feeling learners engaged - whether with you, or their peers and project groups. It's more important with an IFP-dominant class than most others to create an emotionally supportive environment. Greeting pupils when they enter the class and keeping tabs on the emotional barometer of your class is crucial. Staying alert for disrespectful behavior in project teams is also key.

Ask yourself when planning curriculum, "Will students who like to process a question before answering it orally [have] opportunities to do so (Payne and VonSant, 2009)?" (This is true for ALL introverts - not just feelers.)

Provide affirmation, acceptance, and freedom as it relates to the subjective aspects of assignment structure and grading. Keep yourself in check with objective-oriented rubrics. (This may be more challenging if you, yourself, are an introvert - particularly an introverted thinker.)

Work Product

Provide as much "flexibility in the manner in which assignments will be completed (Payne and VonSant, 2009)" as possible, just as you would in Extraverted Sensing, Extraverted Intuitive, and Introverted Thinking dominant classrooms, as all favor a perceiving approach.

Break-up long-term assignments with interim due dates to help these natural procrastinators learn to better manage their time, but still work with their natural bursts of energy.

Do your best to create assignments where work products "have the goal or side effect of helping others, adults, and peers. A strong motivation for [feeling] students is knowing that other people depend on them and that they are important to others (Lawrence, 1997)."

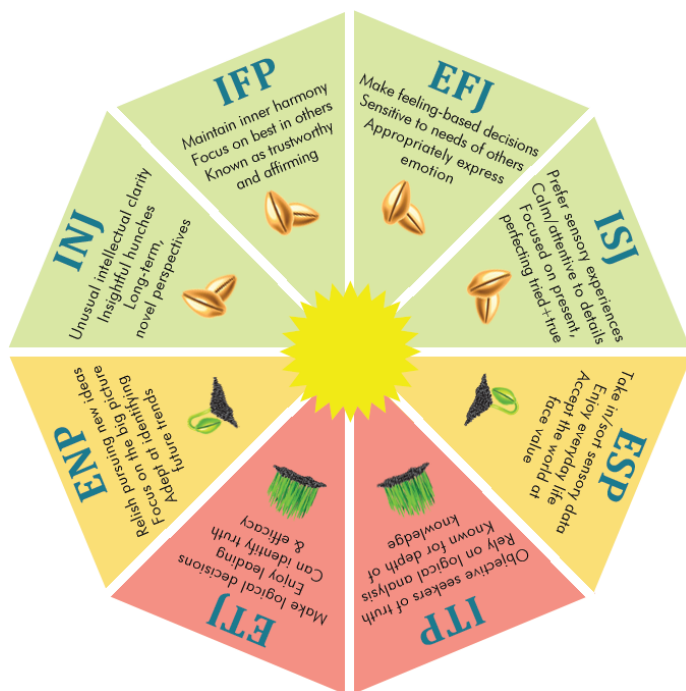
Instruction Content

🎓 If you've got a predominantly introverted-feeling class, steer away from debates and more toward conversations about the differing viewpoints of your pupils. Emphasize that understanding comes in shades of gray - few real-world examples are purely black and white. For instance, the total at the cash register may be black-and-white, but how the merchant chose to price those products was decided subjectively.

🎓 As much as possible, focus your lessons on "people, their development, and relationships (Murphy, 2008)" and "elements of personal discovery (Payne and VonSant, 2009)."

🎓 Incorporate as much of the human element into your curriculum as possible. For instance, "the study of people to identify with and emulate, the life of the scientist or historical figure as well as the scientific principle or historical fact, and the human issue to understand and do something about (Lawrence, 1997)."

Optimal Study Buddies



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Lesson Plan Ideas
(via lessonplanet.com)

Pennsylvania Colony: The Holy Experiment

Have your class explore US history by discussing religion in the colonial era. Your fifth graders review the history of Pennsylvania and the conformist views placed upon immigrants to the country. Then, they read a letter Benjamin Franklin wrote regarding the influx of German immigrants to the US during the 1700s.

The Good, The Bad & The Arctic

Learners examine the impact of a major climate change in the Arctic Ocean on the rest of the world. They hone computer and research acumen by using the Internet to learn more about the Arctic region and the wildlife that lives there.

Those Fabulous Fables

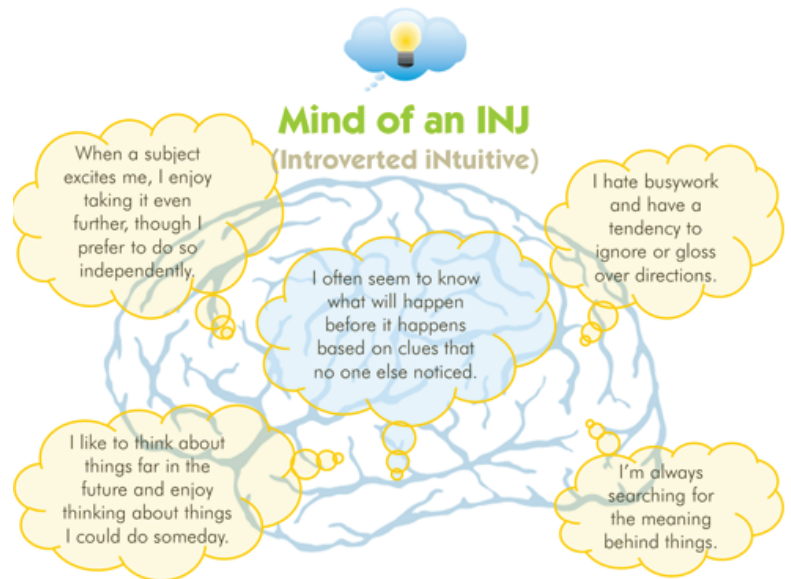
Introduce your class to this important form of traditional storytelling. Following a video on fables, the group defines the word fable and hears an explanation of the origin of this type of folk tale. They summarize the story, state the moral, and relate the moral to their own experiences. Finally, small groups retell a fable, placing it in modern context.

Mathematician Research Project

Pupils study a famous mathematician and create a presentation based on their research. Either in groups or individually, learners timeline important aspects of the mathematician's life that led them to their discovery. Finally, they select a way to showcase their work from a variety of options.

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Because Introverted Intuitive pupils focus on the distant future versus what's happening now or in the past, they may cast a whole new light on topics you delve into with your class. One of my all-time favorite personality type reference books - and one that I'd highly suggest you pick up if you have enjoyed this series - describes the Introverted Intuitive from the inside looking out in the following ways:

- 🎓 "I am more interested in pioneering a new road than exploring anything along the beaten path."
- 🎓 "Sometimes it is hard to start a task. I need to wait for an understanding of the implications, nuances, and broad scope of it because only then will I know what I need to do and how to do it."
- 🎓 "Sometimes I just know something. Even though I don't always understand how I know it, I'm certain that I'm right."
- 🎓 "I often feel like the child in the story The Emperor's New Clothes. Sometimes I need to hold myself back and not say it out loud (Haas and Hunziker 2006)."

Process and Techniques

- 🎓 Flipped classrooms are a favorite of Introverted Intuitive kids, since they have time to digest and understand material through quiet reflection prior to discussing it in class.
- 🎓 "When learning with others, [INJs] tend to enjoy hearing and using abstractions such as metaphors and analogies (Dunning 2008)."
- 🎓 INJs often feel constrained by procedural learning, so if you can layer in opportunities to predict, test, and prove concepts based on hunches or patterns, you'll end up with much more engaged learners.

Work Product

Intuitive kids love working with graphic organizers, so that they can "see" how ideas fit into a framework and create mental models to illustrate concepts and relationships. Think beyond Venn diagrams and showcase new ways to organize conceptual relationships.

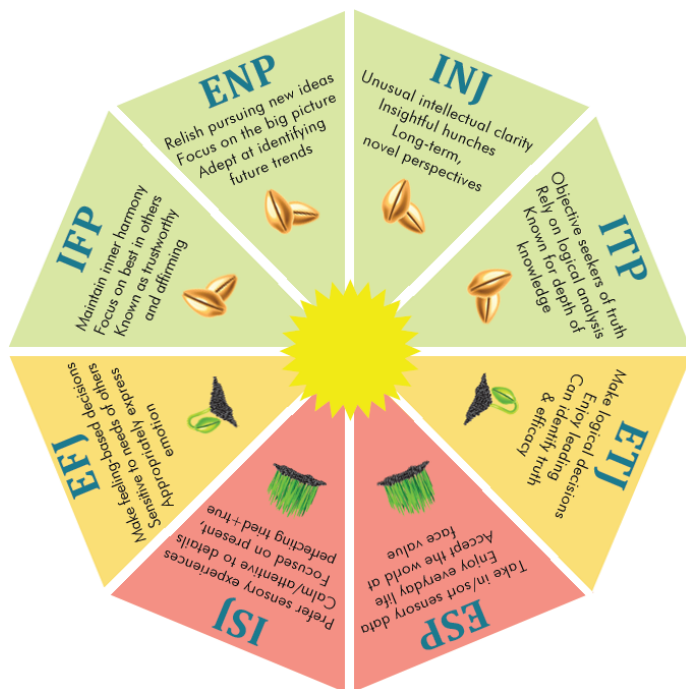
"Help them notice any important detail they have overlooked. Remind them to include supporting evidence for their conclusions when appropriate (Payne and VanSant 2009)."

Instead of presenting a rubric to an Introverted Intuiting class, "brainstorm what criteria or standards you believe are important in a quality product...and what might be innovative points or features a student could add that would go beyond the explicit requirements of the stated objectives (Payne and VanSant 2009)."

Instruction Content

- 🎓 Introverted Intuitive children are “at their best when inspiration turns insights into ideas and plans for improving human knowledge (Lawrence 1997).”
- 🎓 Like all judging personality types, INJs “want to have a plan for work and a plan for play, a plan for being planned and a plan for being spontaneous (Lawrence 1997).” As such, “having a detailed schedule that follows priorities helps Judging students do their best learning (Lawrence 1997).”
- 🎓 Introverted Intuitives are most excited about serious learning, so if you have learning games planned, be sure to highlight the seriousness of the fun.
- 🎓 INJs are “attracted to learning environments that encourage exploration, brainstorming, and building on diverse ideas (Dunning 2008).”

Optimal Study Buddies



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Lesson Plan Ideas
(via lessonplanet.com)

Call It a Hunch

Give your class the chance to practice making inferences. After reading *Through My Eyes* by Ruby Bridges. Learners can confirm whether or not their conclusions are right, participate in a class discussion, and finish by completing an excellent worksheet that is designed for independent work.

"Theory" Choices: What Happened To the Dinosaurs?

Two articles present two different theories about the extinction of the dinosaurs. In order to decide which of their ideas is the best theory, pupils are asked to use similar criteria to that of scientists.

Peter's Second String

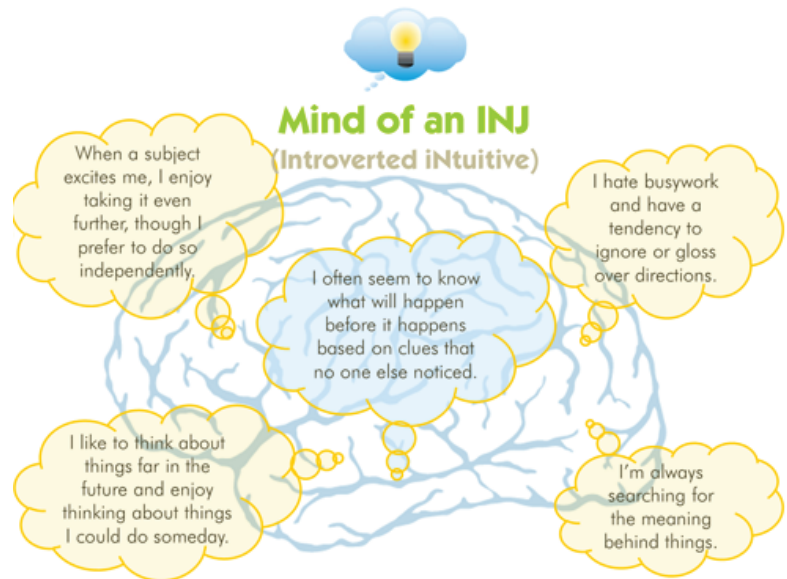
Use an investigative approach to math in order to hook your Introverted Intuitives. They will love the math challenge, as well as the hands-on approach to solving the problems.

Current Events Scavenger Hunt

Learners develop a sense of some of the issues in the developing world. They look to the Millennium Development Goals in order to discover how to help people in need. Additionally, they look a map that shows the countries of the world that are suffering hardship.

One of my favorite quotes on personality type - particularly as it relates to learning - comes directly from the MBTI Manual, which states, "In dealing with people, when we keep their type in mind, we are respecting not only their abstract right to develop along lines of their own choosing, but also the importance of qualities they have developed by making that choice (Myers, Isabel Briggs, McCaulley, Mary H., Quenk, Naomi L., Hammer, Allen L. 1998)."

It's not that your students can't learn if you come at the subject from a different angle or can't learn with the approach that you are using. It's like an eight-room house. While you need to visit all of the rooms in your house on occasion, you most likely have one "zen zone" - the place you want to spend the majority of your time.



Process and Techniques

Introverted Sensors do not like change, so they will feel most comfortable in classrooms with routine, specific rules, and dependable structure. They will feel most comfortable if you can keep them in the same desk throughout the year, even if you switch up learning partners or groups.

Like all introverts, ISJs really want to have time to think before they respond. Laminated cards with red construction paper on one side and green construction paper on the other (Murphy 2008), can give them a safe, non-obvious way to indicate to you when they are ready to contribute to a class discussion.

In project groups, encourage team roles for your introverted sensing pupils in the realms of gathering research and recording data or checking for clarity in the team's final work product.

"Although [Introverted Sensors] like hands-on learning, they also like to have time to think about new information before being expected to discuss or act on it (Dunning 2008)." As such, either a show-and-tell of the applied activity prior to having your class replicate it or a flipped video as homework the night before will be appreciated by these learners.

ISJs will thrive in your classroom if you can give them step-by-step, detailed instructions for best practices on tasks - even if it means providing it during quiet time or before/after school hours. "It helps if the learning is well organized, where nothing is missing or out of sequence (Berens 1999)."

Work Product

The typical Introverted Sensor applies very high standards to the work she turns in. You can expect her to be conscientious, neat, and organized - with legible handwriting. She will most likely require much more specific directions on creative writing or broader assignments. If you have a student-friendly rubric for the assignment, this can help minimize the amount of coaching she needs (Kise 2007).

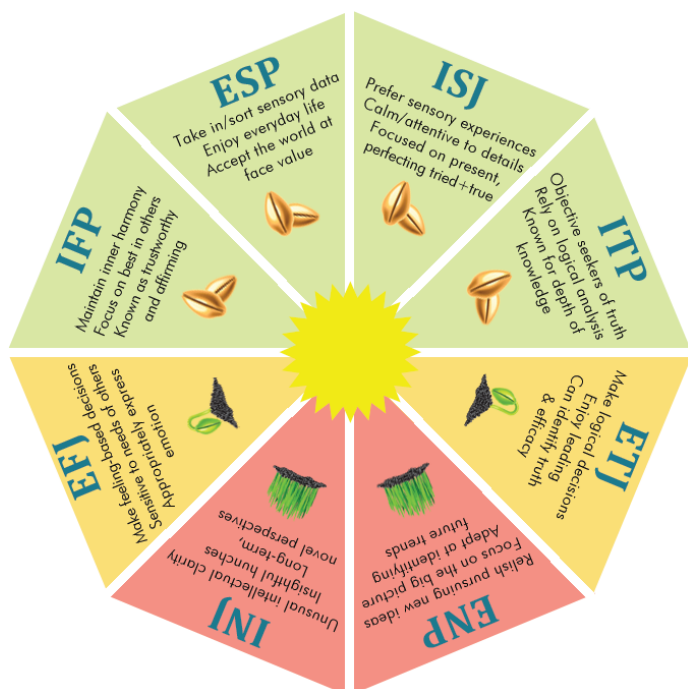
If an introverted-sensing child has received low marks on a prior exam in the same subject - particularly if this happens a couple of times in a row - he will start to have high test anxiety. In order to calm these fears, talk to him about what strategies he tried last time and how you can modify the techniques for improved performance this time. If his test anxiety is extremely high, get his parents involved and make sure that he tries a different kind of breakfast, different bedtime, and wears different clothes to put a gap between the lead-up he experienced before his last, unsuccessful test and this one.

Partnering draft editing with an Intuitive child (either Extraverted Intuitive or Introverted Intuitive) can help both members of the pair better see the elements they are most likely to miss - for sensors, this means seeing the synthesis or forest level view of the facts, while for intuitives, this means remembering the comprehension-based details or leaves on the trees.

Instruction Content

- 🎓 Introverted-sensing kids are the ones who genuinely love the practice-makes-perfect rhythm of the early elementary years. They are the first to key into concrete details and love tasks that allow them to work their way up Bloom's pyramid, starting with knowledge practice.
- 🎓 Be sure to use "examples and feedback for assignments [and lessons] that go beyond factual knowledge (Kise 2007)."
- 🎓 Introverted Sensors (ISJs) understand current experiences through the lens of past experience. For this reason, creating parallels between new concepts and previously learned concepts can be tremendously beneficial for these scholars. "If you talk to [them] about something [they] have not personally experienced, [they] may just blank out...because [they] don't have a reference (Haas & Hunziker 2006)."

Optimal Study Buddies



References & Further Reading

- Berens, Linda. 1999. "Dynamics of Personality Type."
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- Kise, Jane. 2007. "Differentiation Through Personality Types."
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- Myers, Isabel Briggs. 1995. "Gifts Differing." Myers, Isabel Briggs, McCaulley, Mary H., Quenk, Naomi L., Hammer, Allen L. 1998. "MBTI Manual."



Lesson Plan Ideas
(via lessonplanet.com)

"Tri"-ing Triangles

Learners focus on the triangle, which is the strongest of all polygons. They see the role that triangles play in the design of buildings, and learn about triangle characteristics, and prove the Pythagorean theorem. Some excellent blackline masters are included in this fine plan.

Garden's a Growin'

An explicit, easy-to-follow plan for building and observing an ecosystem. Also included are ideas for collecting data, taking pictures, and journaling about the ecosystem. In culmination, learners create a multimedia presentation about ecosystems.

Consumer Investigations

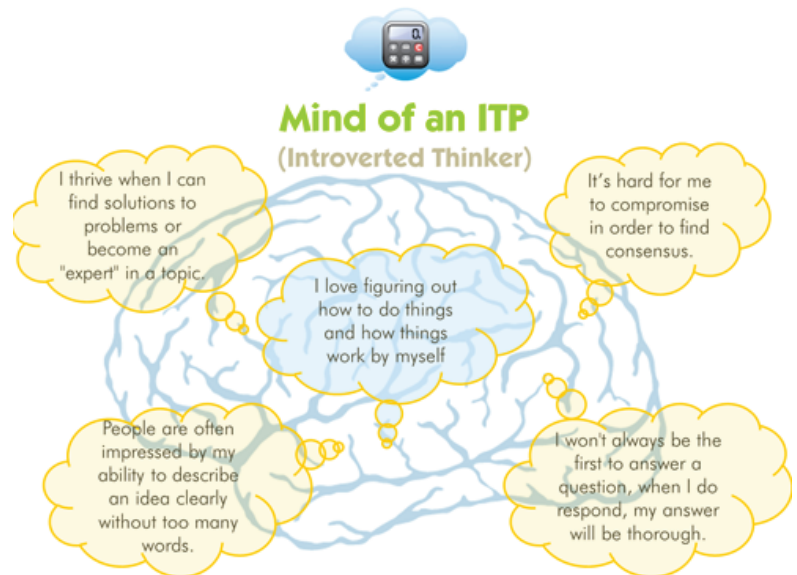
Learners use data analysis to seek answers to the types of questions often posed by consumer agencies and people who work in sales and marketing. Your Introverted Sensors, in particular, will appreciate the detailed, step-by-step approach to the analysis.

Cultivate Poetry

Develop the ability to identify different types of poetry with your upper graders. Young writers will create a cinquain, a haiku, and phrase poetry. They will also complete worksheets on each type of poem and a matching types and poems worksheet.

One of my favorite quotes on personality type - particularly as it relates to learning - comes directly from the MBTI Manual, which states, "In dealing with people, when we keep their type in mind, we are respecting not only their abstract right to develop along lines of their own choosing, but also the importance of qualities they have developed by making that choice (Myers, Isabel Briggs, McCaulley, Mary H., Quenk, Naomi L., Hammer, Allen L. 1998)."

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Donna Dunning calls Introverted Thinkers (ITPs) "Analyzers," which is a spot-on, one-word description of this personality type. "When presented with a learning problem or task, Analyzers think about the situation by collecting information, asking themselves questions, and looking for logical reasons behind events and actions (Dunning 2008)."

Process and Techniques

"The cognitive process of Introverted Thinking involves having internal frameworks, models, or blueprints to check things against and techniques and approaches for fixing them (Berens 1999)." Connecting new learning to similar problems or assignments will help them quickly overlay a past framework on the new understanding and will help them understand what's being taught more rapidly. You will also find that these pupils will be particularly adept at pointing out the ways in which the two models differ and will be more engaged with your instruction.

Flipping your classroom works particularly well for introverted thinkers, as it provides ample opportunity to review and dissect the assignment before coming together to discuss their ideas and insights.

Introverted-thinking kids tend to be the ones that have the toughest time with interpersonal relationships. "Both the working life and the personal life of the introverted thinkers will go better if you [teach them to] take the trouble to do two simple things: Say an appreciative word when praise is honestly due, and mention the points on which they agree with another person before they bring up the points on which they disagree (Myers & Myers 1995)."

When putting together project teams, your ITP pupils will contribute most effectively to groups that need a subject matter expert where the introverted thinker can act as a resource. They also do best in groups that have well-defined roles and rules, where they can work to ensure that both are honored (Hirsh, Hirsh & Hirsh 2003).

Work Product

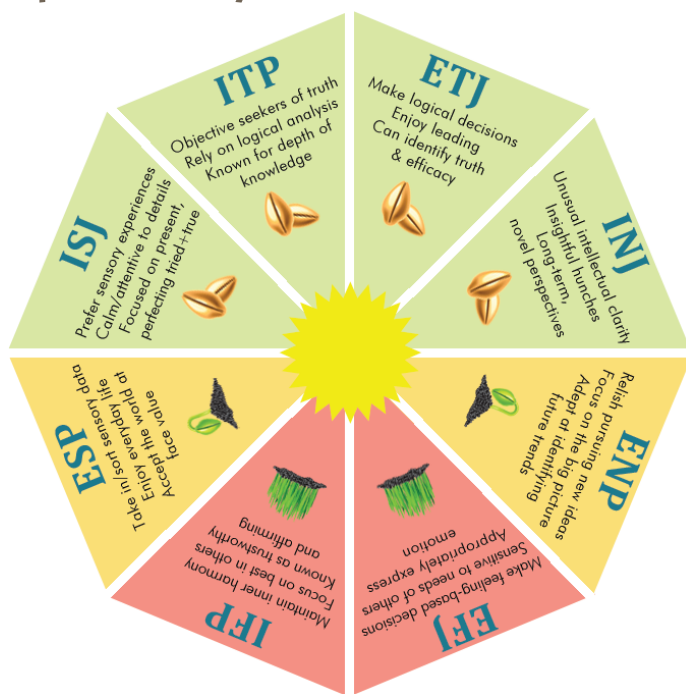
The introverted thinkers in your class each year will excel at organizing facts and ideas, but may struggle more when it comes to making their ideas understood by others. "Wanting to state exact truth, they tend to state it in a way too complicated for most people to follow (Lawrence 1993)." If you can coach them to distill their ideas down to simple statements, this ability will serve them well from the classroom to the board room.

Introverted Thinkers are naturally self-critical and will be their own toughest critic when it comes to the quality of work product. Because of this, they may turn a deaf ear on external feedback unless they respect the expertise of the person evaluating their assignments. In order to gain their respect, be as specific and objective as possible when correcting tests or homework about where things went wrong - or right. Generalized or subjective feedback will not score points with these learners.

Instruction Content

- Problem-based learning keys into several ITP strengths: critically (and precisely) thinking about objective data and immersing themselves in in-depth material. It also provides the challenge and variety upon which ITPs thrive. Finally, it helps build skills related to thinking interdependently and communicating insights to their peers with clarity.
- Introverted Thinkers relish looking at all the distinct parts in order to find out if there's a way to fix problems or optimize systems, and will often be the first ones to find the inconsistencies. Experiential science or math lessons that allow students to discover how the whole became the sum of its parts will be a hit with these kids.
- These students, in particular, tend to take the emotion out of equations. As such, tasks that incorporate an abundance of rational and objective data will come easily to ITPs. For more subjective or people-oriented assignments; however, they will require more analogies or historical similarities to create a scaffold for understanding - it won't come as naturally.

Optimal Study Buddies



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- Lawrence, Gordon. 1993. "People Type and Tiger Stripes."
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Lesson Plan Ideas
(via lessonplanet.com)

Train Route Story Problems

Third graders create multiplication word problems to develop a better understanding of operations. They begin by looking at a map of the US from when the railroads began. They make up multiplication word problems based on railroad miles. Groups of three produce problems for the rest of the class to solve. This math lesson is also a great tie-in with social studies and transportation.

Investigating the Climate System - Clouds

An in-depth lesson on Earth's radiant energy system for upper-elementary scholars. Learners model and explain cloud formation, calculate incoming and outgoing radiation, identify aerosols in the earth's atmosphere, and make climate predictions. Plan includes activities, worksheets, lab sheets, quizzes, rubrics, and assessments.

Secrets of the Mummies

How did the ancient people of Egypt preserve their dead so well that their bodies are still recognizable today? Learn the painstakingly complex process they used for preservation. Young scholars read and summarize a narrative detailing ancient techniques for preservation of the dead, taking notes and drawing inferences and conclusions from the reading.

Twice Upon a Time - Multicultural Cinderellas

Pupils read, compare, and contrast various Cinderella stories from different cultures around the world. Scholars learn that plot element can seem different, but serve the same purpose. They also gain insight into how different cultures are unique.