Power Traits for Life™
Student Course

Personalize your education and career possibilities.
1: Introduction to the Course

A. Your Power Traits

Did you know that everyone learns differently? In schools everyone is taught the same way, so most people think that the ways they learned in school are the only ways to learn!

Actually, there are many, many different ways a person can learn.

For example, some people need to move in order to learn and others need to doodle.

Other ways of learning include:

- see pictures
- listen to recorded information
- keep strict schedule
- have open-ended time
- talk out loud
- write things out
- have music in the background
- have total quiet

These are just a few examples...

The ways you learn and work best make up your Power Traits for Life™!

Your power traits can be used to help you:

- learn, study, memorize
- communicate, organize, manage your time
- get clearer about your interests, passions, and career possibilities

Your power traits go with you into adulthood and can continue to help you be your best as you venture forth into new learning experiences, new relationships, and new careers.

This course will take you through the results of your Self-Portrait™ power traits assessment. It is a step-by-step guide to putting your power traits into action and creating your own personal toolbox for success!

We are excited to share this information with you...So, let’s begin!
B. Your Self-Portrait™ power trait assessment results

Suggestions:

1. Print the Results page for easy reference - this is a summary of your power traits.

2. Click on all the Learn More sections and print out those pages for easy reference.

Put all the printouts into a binder to create your power traits toolbox.

OR

3. Go to PowerTraitsforLife.com to get information about how to put your power traits to work for you.
2: Disposition Power Traits

Your Disposition is your learning personality—it tells the world who you are!

Most people have a Primary and a Secondary Disposition—theyir two highest scores.

However, since everyone is different, the combination of scores is different for everyone.

There is no “right” or “wrong” way to score. There are no scores that are “better” or “worse” than someone else’s scores.

Whatever your scores are, they are your scores; they are a picture of you!

It is possible to score very high in one Disposition and score much lower and about the same in the other four. Or, you could score quite high on three Dispositions, or score highest on one and have two that are secondary.

As you work through the activities below, notice what your scoring pattern is.

Knowing your Disposition will help you understand what your overall learning and working strengths are so that you can choose materials and activities that will enhance your learning and life experience.

A. Results

1. Refer to your Self-Portrait™ Results, Section A Disposition.

2. Notice your 2 highest scores. These are your Primary and Secondary Dispositions.
B. Characteristics

1. Refer to the Characteristics sections for your Primary and Secondary Dispositions.

2. Read the Characteristics and answer the following:
   - Do these characteristics describe you?
   - Is there any part of the descriptions that do not sound like you?
   - How do you feel when you read these descriptions of your Dispositions?

3. Think about:
   - According to your Disposition descriptions, what do you need to do your best work?
C. Applications

1. Refer to the Applications sections for your Primary and Secondary Dispositions.

2. Read Homework Helps.
   - Which of these ideas do you think would help you do your school work?
   - Discuss the ones you would like to try with your parents/teachers.

3. Read Ideas for Assignments.
   - Which of these ideas appeals to you?
   - Ask your parents/teachers if you can substitute your usual assignments with ideas from this list.

4. Read Career Opportunities.
   - Do any of these careers sound interesting to you?
   - Are there any that you would like to find out more about?
D. Relationships

1. Refer to the Family Interactions sections for your Primary and Secondary Dispositions.

2. Read Positive Contributions.

   • Do you see yourself making these kinds of contributions to your family, group, or community?

3. Think about:

   • If you were to take a guess about your parents and other family members, would you say that they probably have the same Dispositions as you, or different Dispositions?

4. Think about:

   • Now that you know more about your Dispositions, what would you like other people to know about you?
3: Modality Power Traits

Your **Modality strengths** determine how you best process incoming information.

What are some ways of processing information? Here are some examples: **reading, watching movies, sketching, writing, listening, doing something.**

It is very important to get to know your Modality strengths.

Once you become aware of them and learn how to use them to your best advantage, you will find that learning new information, memorizing, and even doing assignments will become so much easier.

*You will learn more, better, and faster, because you will be using materials and techniques that work for you!*

**A. Results**

1. **Refer** to your Self-Portrait™ results, **Section B: Modality.**

2. **Notice** your 3 Modality power traits.
B. Applications

1. **Refer** to the *Applications* sections for your Modalities.

2. **Read** these pages and **answer** the following: (in writing or discuss)
   - Do you think you would learn better or easier if you could use the techniques listed?
   - Which techniques do you think would help you the most?

3. **Discuss** the techniques you would like to try with your parents/teachers.
C. Relationships

1. Think about:

• If you were to take a guess about your parents and other family members, would you say that they probably have the same Modality strengths as you, or different ones?

2. Think about:

• What would you like other people to know about your Modality power traits?
4: Environment Power Traits

Your Environment is everything that surrounds you and can affect your learning and working time positively or negatively.

Some people are more affected by certain aspects of the environment than other people.

For example, some people have a really hard time concentrating when it is cold, others have trouble when it is hot, and others are not bothered at all by the temperature.

This section will help you become more aware of the things in your environment that affect you, enabling you to make changes, when possible, that allow you to do your best when learning and working.

A. Results

1. Refer to your Self-Portrait™ results, Section C Environment.

2. Note your Environment power traits.
B. Applications

1. **Refer** to the **Best Work Environment** section. **Read** these pages.

2. **Refer** back to the Environment Results page, **read** it again and **answer** the following:
   - Do you think you would learn better or easier if you could change your environment?
   - Which changes do you think would help you the most?

3. **Discuss** the changes you would like to make with your parents/teachers.
C. Relationships

1. Think about:

If you were to take a guess about your parents and other family members, would you say that they probably have the same Environment needs as you, or different ones?

2. Think about:

What would you like other people to know about your Environment needs / power traits?
5: Interests Power Traits

Your Interests are your greatest motivators!

What do you love? That is the topic of this section.

You do your best learning when you are interested in and excited about what you are learning.

The more you can integrate your interests and passions into your school work, the better you will do!

A. Results

1. Refer to your Self-Portrait™ results, Section D: Interests.

2. Read through the Interests you chose.
B. Applications

1. **Refer** to the Interests section of the guide or at powertraitsforlife.com. **Read** this page.

2. **Go back** to the Interests results page, **read** it again, and **answer** the following:
   - Do you think there are enough opportunities for you to pursue your Interests?
   - What would you like to do more of? When, where, and how?

3. **Discuss** the Interests you would like to pursue with your parents/teachers.
   - Is there a way to incorporate more of your Interests into your school subjects and electives?
C. Relationships

1. Think about:

If you were to take a guess about your parents and other family members, would you say that they probably have the same Interests as you, or different ones?

2. Think about:

What would you like other people to know about your Interests?
6: Talent Power Traits ★

Your Talents are the natural abilities that you were born with.

Often, a person’s Talents point to career opportunities.

However, you might not be interested in pursuing a Talent as a career.

On the other hand, you might have a Talent that you would love to pursue, but people have discouraged you.

Whether you are interested in pursuing a Talent or not, you can learn to put it to good use, to make your learning and working easier and more efficient.

In this section you will explore how to do this.

A. Results

1. Refer to your Self-Portrait™ results, Section E: Talents.

2. Notice the Talents that are listed. These are your highest scoring Talents.
B. Applications

1. Refer to the Applications sections for your Talents.

2. Read Skill Areas.
   • Do you agree that you have skills in these areas?

3. Read Strategies.
   • Which of these ideas appeals to you?
   • Ask your parents/teachers if you can substitute your usual assignments with ideas from this list.

4. Read Career Opportunities.
   • Do any of these careers sound interesting to you?
   • Are there any that you would like to find out more about?

5. Discuss:
   • Which of your Talents are you currently pursuing?

6. Discuss:
   • Are there Talents that you are interesting in pursuing that you are not pursuing at this time?
   • Discuss with your parents/teachers how you might pursue these Talents.

7. Discuss:
   • Do you have Talents that you are not interested in pursuing?
C. Relationships

1. Think about:

• If you were to take a guess about your parents and other family members, would you say that they probably have the same Talents as you, or different Talents?

2. Think about:

• What would you like other people to know about your Talents?
7: Putting It All Together

Design a curriculum.

1. **Choose** one of your subjects and **design** it completely with your power traits in mind.

2. **Discuss** your plan with your parents and teachers. Discuss the possibility of learning this subject in this new way.
8: Putting It All Together

Design your ideal day.

1. **Plan** the whole day: what time would you get up, eat, exercise, do school work, rest, work on a hobby, take breaks, meet a friend, play a game, etc. Include everything you would like to do.

As you design your day, **notice** how you are planning your time.

Is this easy or hard for you to do?

If you have difficulty planning your time, can you think of anything you learned about your power traits that could help with this?

*See the next page for time management hints.*

2. **Discuss** your plan with your parents and teachers.

- If you need help, ask for their ideas.
- If you have come up with a plan that you think would really work for you, ask if you can try it out.
9: Hints for Time Management

A. First, look at your Dispositions.

If you are high in Organized, chances are you are a natural at organizing and managing your time. Organized people are born with this ability. They are good at it and they love it!

If you are not high in Organized, you are probably struggling to one degree or another with organization and time management. However, you can look to your highest Dispositions for help!

Spontaneous people:
figure out a way to have fun while you are organizing/planning, or make a game out of the whole thing and give yourself “rewards” for getting things done, finishing faster, etc.

Curious and Imaginative people:
invent or create your own system, one that will really work for you!

Supportive people:
find a partner to work with; check in with each other regularly; discuss accomplishments and give each other support.
B. Next, look at your **Modality** strengths for more help.

**Picture or Sketching** learners: design your own calendars, charts, or planners, using stickers, computer graphics, or your own drawings. This will make your “schedules” more interesting to look at and might give you that extra push to get motivated about time management.

**Auditory or Verbal** learners: try recording yourself saying your plan out loud, then play it back if you would prefer listening to it over reading it.

**Hands-On and Whole Body** learners: be sure to include in your plan lots of short breaks to stretch, run, dance, or do hands-on activities.

BIG HINT: the more you incorporate movement into your actual learning activities (like acting out something from history, building a model, dancing around while memorizing) the more appealing your plan will be!

*We hope that you will refer to your Self-Portrait™ assessment results often and that you will use your Power Traits for Life™ to enhance every part of your life!*

**Congratulations on completing the Power Traits for Life™ Course!**