PART 1: English Translation of the Questionnaire
Attachment 2: "Questionnaire – Personality Type"
The table below presents several traits and behavioral patterns in various situations. On the left side, traits/behaviors are listed, while their opposites are presented on the right side.
Determine to what extent each of the following statements applies to you.

Scores 1 and 2 indicate the intensity of traits/behaviors located on the **left side** of the table (1 = to a very high degree, 2 = to a high degree).

Scores 4 and 5 indicate the intensity of traits/behaviors located on the **right side** of the table (4 = to a high degree, 5 = to a very high degree).

Score 3 indicates an average intensity of the given trait/behavior.

In your answers, consider how you feel and act most often (not just at this moment). Remember, there are no good or bad answers here.

Traits / Behaviors (Left)

I do not like competition

I like to do everything calmly (walking, eating, performing various activities)

I most often feel that I manage to do everything on time

During the day, I like to devote time to many interesting, unplanned activities

I do one thing at a time

I never rush

I gladly rest when I am tired

Sometimes I am late

Sum up your points: .....
Which range does your total score fall into?

8–22 points — People scoring in this range are characterized by a tendency to approach various events calmly and with distance, representing the so-called **Type B personality**. These individuals are relaxed and tend to react slowly in difficult situations. In life, they do not like working strictly goal-oriented according to a rigid plan, preferring to yield to the current flow of events. They often have many doubts when making decisions. **To function well, they cannot be provided with too many stimuli; the source of stress for them is having too many accumulated challenges at one time.**

23–25 points — People scoring close to 24 points are characterized by a balance between one tendency and the other. They need challenges and peace in moderate proportions.

26–40 points — People scoring in this range are characterized by a tendency to live in a constant rush, doing several things at once, thinking about the next items on their "to-do list", representing the so-called **Type A personality**. They are distinguished by striving for perfection, usually have high expectations for themselves and others, like to lead, and make decisions. They are dynamic individuals; lively gesticulation, a fast way of speaking, and moving around are evident in their behavior. In difficult situations, they focus on the task. **To function well, these individuals need a lot of stimuli; stressful situations for them are monotonous ones when little is happening.**

This questionnaire shows your way of being and behaving. Observe yourself. How you organize your time, what you like doing most, and to what extent, may turn out to be a helpful clue in 3rd grade when choosing a school, and later, a type of job.

Remember to put the completed questionnaire into your portfolio at school. You have a week to do this!

PART 2: Revalidation Lesson Plan (Scenariusz zajęć rewalidacyjnych)

LESSON PLAN: Revalidation / Socio-Emotional & Self-Awareness Skills

Student: 17-year-old high school student (youth / teenager)

Duration: 45 minutes

Topic: *Discovering My Personality Type – Understanding Strengths and Stress Triggers for Career and Personal Growth.*

Main Objectives:

1. Developing self-awareness, self-reflection, and emotional intelligence.
2. Identifying personal personality traits (Type A vs. Type B).
3. Learning how personal traits influence work habits, stress management, and future career choices.

Materials Needed: Printed copy of the "Personality Type Questionnaire" (translated version), paper/notebook, highlighters, pen, "Workplace Scenarios" cards.

1. Introduction & Warm-up (7 minutes)

Greeting & Atmosphere Building: Welcome the student and establish a calm, non-judgmental environment.

Introductory Discussion: Ask a few light opening questions:

"Do you usually feel like you are rushing through your day, or do you prefer taking things step-by-step?"
"How do you feel when you have a long list of tasks to complete in one afternoon?"

Goal Setting: Inform the student that today's focus is on self-exploration — learning more about their personal temperament, how they handle stress, and what environments help them thrive.

2. Main Activity: Completing and Scoring the Questionnaire (15 minutes)

Self-Assessment: The student completes the translated questionnaire (*Attachment 2*). The teacher assists if clarification is needed regarding vocabulary or specific statements.

Scoring: The student sums up their points with the teacher's support.

Profile Analysis: Read the description matching the student's total score together (Type A, Type B, or Balanced):

Discuss key traits: How does the student feel about the description? Do they recognize themselves in it?
Highlight that **neither type is "better" or "worse"** — both have unique strengths and potential stressors.

3. Deep-Dive Discussion & Skill Building (15 minutes)

Stressors & Coping Strategies:

If Type A: Discuss burnout risk, the challenge of relaxing, and the need to practice delegation and conscious downtime.

If Type B: Discuss procrastination risk, handling high-pressure deadlines, and strategies for time-management (e.g., breaking large tasks into smaller steps).

Future & Career Reflection:

Discuss how this personality type links to school, daily routines, and future work environments.
Example Question: "What kind of workplace environment would make you feel comfortable and productive? A fast-paced environment with lots of changes, or a structured, predictable one?"

4. Summary & Homework / Follow-up Task (8 minutes)

Key Takeaway: Ask the student to finish this sentence: *"Today I learned that when I feel stressed, I need to..."* or *"My main strength in group work is..."*

Portfolio Assignment (as indicated on the sheet): Remind the student to file the questionnaire into their personal folder/portfolio.

Feedback & Closing: Thank the student for their engagement and openness.